assignments to middle/junior high, senior high and other types of schools are just about evenly divided.

5.2 Experience

Only 6 percent have five years or less teaching experience, and in fact some 84.0 percent have had between 11 and 30 years of teaching experience (Exhibit 37).

5.3 Education

Over 60 percent of the DCPS teachers and other ET-15s responding had earned Master's degrees; 30 percent had Bachelor's degrees; and only about 4 percent each had less than the Bachelor's degree or had advanced higher degrees (Exhibit 38).

5.4 Teacher Area, Teacher Certification and Academic Major

According to Exhibit 39, the majority of all teachers responding (85.2 percent) said that the time they spend teaching grades or subjects different from their certification area was "never" or "less than 10 percent of the time." However, non-elementary school teachers who were teaching English, mathematics, reading, science, or social studies, but who were not certified in these fields, averaged nearly 25 percent (Exhibit 40).

5.5 Additional Activities

Approximately 40 percent of DCPS teachers reported their non-paid participation in each of three major areas: extracurricular activities (other than teaching), curriculum/staff development for teachers and as chairperson/coordinator positions (Exhibit 41). Nearly 6 percent of DCPS teachers reported coaching with pay; an additional 2 percent do so without pay.

EXHIBIT 37

TEACHER CHARACTERISTICS:

YEARS TEACHING FULL-TIME

YEARS TEACHING FULL-TIME	%	CUMULATIVE %
5 Years or Less	6.4	6.4
6 - 10 Years	9.6	16.0
11 - 15 Years	24.3	40.3
16 - 20 Years	29.0	69.3
21 - 25 Years	17.3	86.6
26 - 30 Years	10.5	97.1
More than 30 Years	2.9	100.0

(n = 2,417)

EXHIBIT 38

TEACHER CHARACTERISTICS:
EDUCATION

HIGHEST CREDENTIAL HELD	%
Less Than Bachelor's Degree	3.5
Bachelor's Degree	30.6
Master's Degree	62.1
Higher Degree (e.g., Ph.D, J.D.)	4.0
TOTAL	100.0%

(n = 2,493)

EXHIBIT 39

TEACHER % TIME TEACHING
GRADES OR SUBJECTS DIFFERENT
FROM CERTIFICATE

PERCENTAGE TIME TEACHING OUT OF CERTIFICATE	% OF TEACHERS
Never	67.9
Less than 10%	17.3
10% to 29%	7.9
30% to 49%	2.5
50% or More	4.4
TOTAL	100.0 %

(n = 2,341)

EXHIBIT 40

NON-ELEMENTARY SCHOOL TEACHERS
BACKGROUND IN FIELD

TEACHING/ACTIVITY FIELD	BACKGROUND	
	Major Or Minor In Field (%)	Certification In Field (%)
English	70.8	74.8
Reading	19.6	43.3
Mathematics	48.7	63.5
Social Studies	64.0	71.7
Science	72.3	76.8
Art	68.6	82.9
Music	83.9	12.5
Foreign Language	73.2	82.5
Industrial Arts	56.4	83.6
Business Education	78.7	88.0
Home Economics	84.4	96.8
Health and Physical Education	76.3	92.1

EXHIBIT 40 (Cont'd)

NON-ELEMENTARY SCHOOL TEACHERS
BACKGROUND IN FIELD

TEACHING/ACTIVITY FIELD	BACKGROUND	
	Major Or Minor In Field (%)	Certification In Field (%)
Special Education	64.8	88.9
Early Childhood Education	61.1	93.8
Counseling	45.5	91.1
Library Science	60.0	84.0
Adult Education	14.3	52.8

EXHIBIT 41

TEACHER PARTICIPATION
IN ACTIVITIES BEYOND
NORMAL TEACHING OR
SERVICE ASSIGNMENT

ACTIVITY	PARTICIPATION		
	Participate But Not Paid (%)	Participate With Pay (%)	Did Not Participate (%)
Coaching	5.8	2.1	92.0
Extracurricular	39.2	2.6	58.2
Curriculum Development, Staff Development for Teachers	33.1	1.8	65.1
Chairperson/Coordinator	41.6	0.6	57.8
Other	6.7	0.9	92.3

6.0 ADMINISTRATOR SURVEY

DCPS school-based administrators would also be directly affected by any teacher incentive plan adopted; therefore, a survey was conducted of their views about teaching incentive plans and incentives/disincentives to teacher retention and to high quality teaching.

6.1 Attitudes Toward Incentive Plans

The vast majority of the administrators (over 80 percent) considered the existing DCPS teacher incentive awards to be useful. They ranked the Superintendent's Teacher Incentive Awards and the School Improvement Staff Development Awards as most useful for encouraging improved teaching. On the whole, more administrators than teachers were aware of the existing teacher incentive awards; however, almost half of them were also unaware of the Ward II incentive awards (Exhibit 42).

As for their opinions of the five proposed teacher incentive plans, administrators, like teachers, approved of the master teacher and career ladder plans at 84.7 and 77.8 percent, respectively (Exhibit 43). Administrators were least enthusiastic about a school-based merit pay plan or an incentive pay plan, with more than half disapproving of these two alternatives.

Relative to the actual DCPS adoption of one of the five incentive plans, administrators' rankings mirrored their approval votes. However, at 13.1 percent, administrators were less likely than teachers to indicate a preference for none of the plans (Exhibit 44).

6.2 Attitudes Toward Teacher Evaluation/Selection Processes

Administrators were also asked to indicate their opinions about a selection process, as well as evaluation criteria, for designating teachers for special recognition. More than half said that an entirely new evaluation

EXHIBIT 42

ADMINISTRATORS' OPINIONS ON

EXISTING TEACHER AWARDS

AWARD	OPINIONS			
	Very Useful (%)	Somewhat Useful (%)	Not Useful (%)	Plan Unknown (%)
Agnes Meyer Outstanding Teacher Award	47.9	38.9	6.9	6.3
National Teacher of the Year Award	43.1	43.8	11.1	2.1
Washington Post Grant In Education Award	34.7	43.1	4.9	17.4
Superintendent's Incentive Award	61.8	33.3	2.8	2.1
Ward II Incentive Award	18.8	29.9	6.9	44.5
School Incentive Staff Development Award Program (SISDA)	52.1	33.3	4.2	10.4

(n = 144)

EXHIBIT 43

ADMINISTRATOR OPINIONS

ON TEACHER INCENTIVE PLANS:

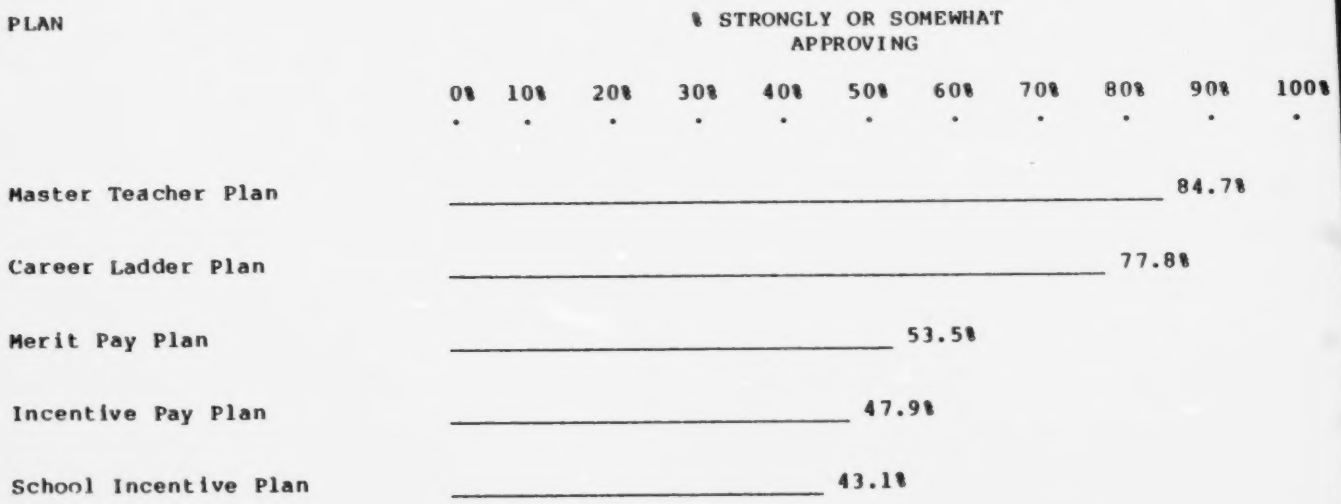
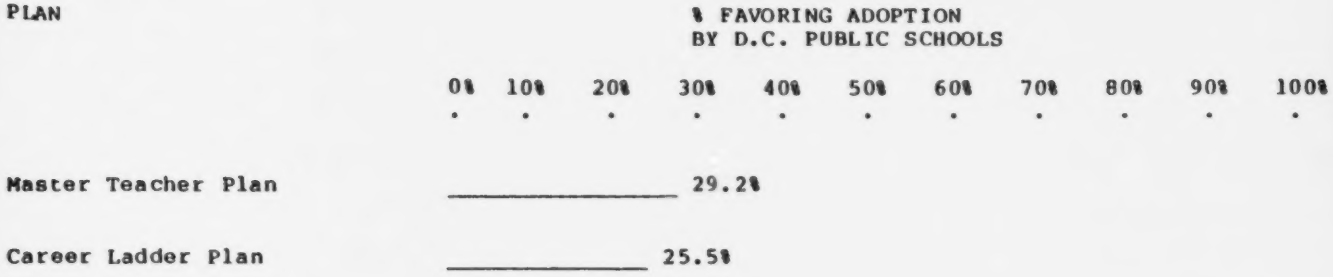


EXHIBIT 44

ADMINISTRATORS OPINIONS
ON PLAN FOR ADOPTION
BY D.C. PUBLIC SCHOOLS


PLAN
% FAVORING ADOPTION
BY D.C. PUBLIC SCHOOLS
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Master Teacher Plan 29.2%
Career Ladder Plan 25.5%
Merit Pay Plan 13.9%
None of the Above 13.1%
School Incentive Plan 11.7%
Incentive Pay Plan 6.6%

process would be in order, while a scant 2.3 percent indicated the current teacher evaluation process should be used (Exhibit 45).

Like teachers, administrators were in favor of the use of expert, experienced teachers in the appropriate subject-areas/grade-levels from outside the school (56.9 percent); and a full 84.0 percent thought that school principals should be involved in the teacher selection process (Exhibit 46). However, they were much more in favor of the involvement of regional or central office administrators (52.8 percent) than were the teachers and other ET-15 personnel. Exhibits 47 and 48 reflect how the administrators, many of whom are actively involved in teacher evaluation, actually view the current evaluation process. The overwhelming majority of administrators agreed that the current evaluation process fairly and accurately rates most teachers; and slightly more than half thought that the evaluation process provided sufficient support to teachers needing assistance. However, only 34 percent thought that the current DCPS evaluation process should, in fact, be used to designate outstanding teachers.

6.3 Attitudes Toward Incentive Plans for Principals

In addition to their views of teacher incentive plans, administrators' attitudes about principal incentive plans were examined. As reflected by Exhibit 49, principals tended to be positive about an incentive pay plan for the principals, with slightly more than half approving a merit pay plan and only 9 percent preferring no incentive plan.

6.4 Career Plans

Administrators were also asked about their plans to remain in their present positions. Similar to the teacher sample, administrators' plans to remain in their present positions until retirement were less than definitive.

EXHIBIT 45

ADMINISTRATOR PREFERENCES
FOR
TEACHER INCENTIVE
SELECTION PROCESS

SELECTION PROCESS PREFERRED	%
Current teacher evaluation process	2.3
New evaluation process	55.6
District-wide committee	22.6
School-based committees	10.5
Teachers and others vote	6.8
Other	2.3
TOTAL	100.0%

(n = 133)

EXHIBIT 46

ADMINISTRATOR OPINION ON
PERSONS WHO SHOULD BE INVOLVED
IN SELECTING TEACHERS
FOR SPECIAL RECOGNITION

PERSONS	INVOLVEMENT		
	Should Be Involved (%)	Should Not Be Involved (%)	Unsure Don't Know (%)
School Principals	84.0	6.9	9.0
Subject-Area or Grade-Level Supervisors From Outside Your School	65.3	17.4	17.4
Subject-Area or Grade-Level Supervisors From Inside Your School	43.8	34.7	21.5
Department or Grade-Level Chairpersons	27.8	43.1	29.1
Experts, Experienced Teachers in the Appropriate Subject-Area or Grade-Level From Outside Your School	56.9	21.5	21.5
Experts, Experienced Teachers in the Appropriate Subject-Area or Grade-Level From Inside Your School	38.9	36.8	24.3
Regional or Central Office Administrators	52.8	25.0	22.2

EXHIBIT 47

ADMINISTRATORS OPINIONS
ON CURRENT TEACHER
EVALUATION PROCESS

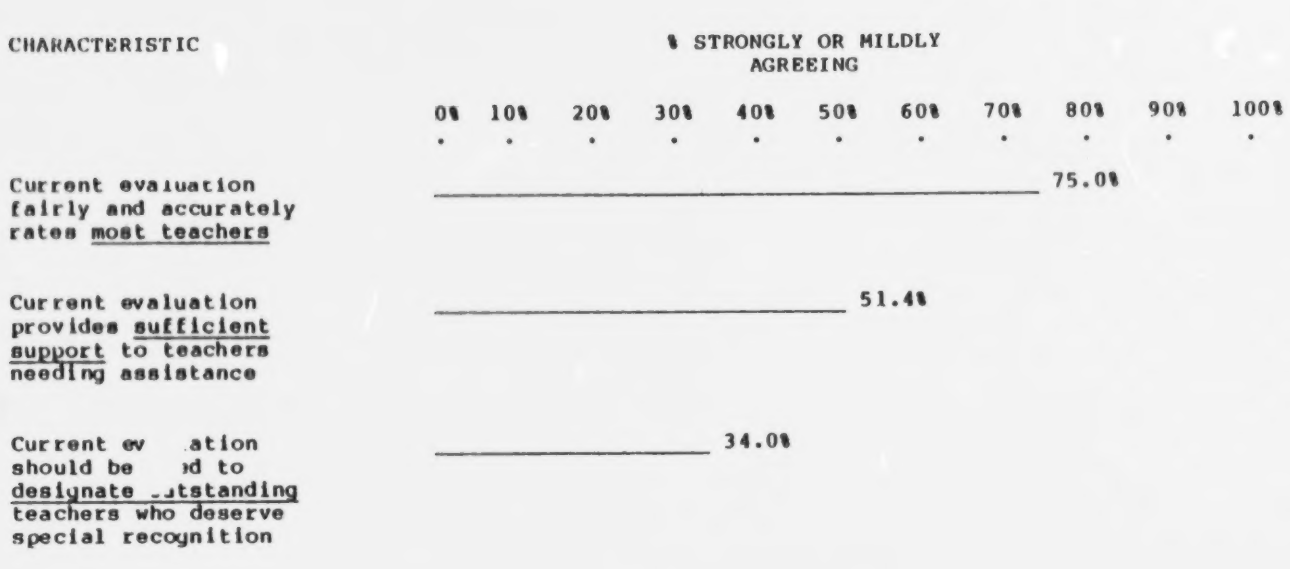

CHARACTERISTIC
% STRONGLY OR MILDLY AGREEING
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Current evaluation fairly and accurately rates most teachers
75.0%
Current evaluation provides sufficient support to teachers needing assistance
51.4%
Current ev ation should be d to designate utstanding teachers who deserve special recognition
34.0%

EXHIBIT 48

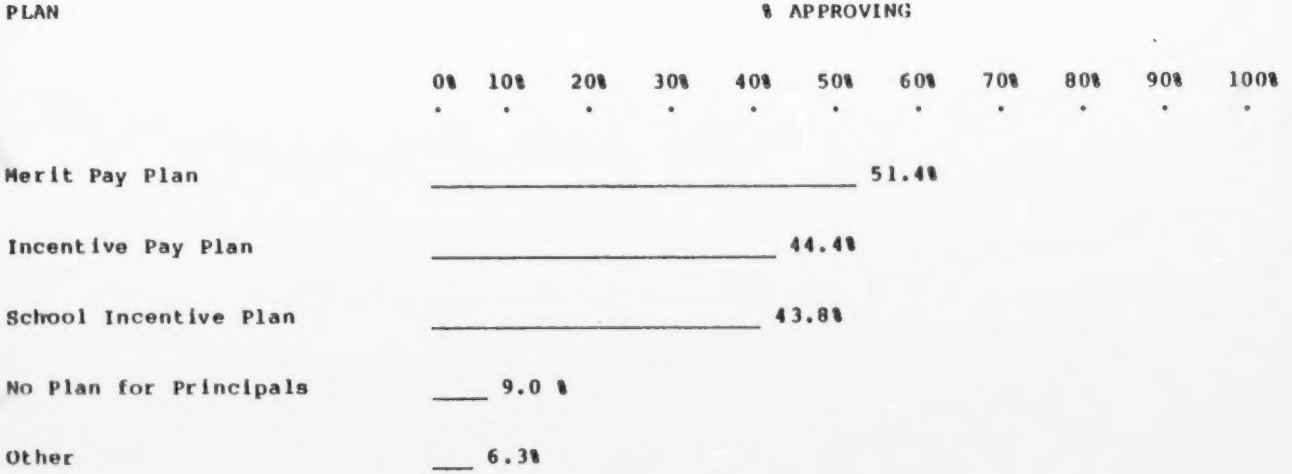
ADMINISTRATOR OPINIONS
ON CURRENT TEACHER
EVALUATION PROCESS

CHARACTERISTIC	OPINION				
	Strongly Agree (%)	Mildly Agree (%)	No Opinion (%)	Mildly Disagree (%)	Strongly Disagree (%)
The current teacher evaluation process produces fair and accurate ratings of most teachers' performances	25.7	49.3	1.4	11.8	11.8
The current teacher evaluation process provides sufficient support to teachers who need assistance	10.4	41.0	1.4	27.1	20.1
The current teacher evaluation system should be used to designate outstanding teachers who deserve special recognition	10.4	23.6	2.8	25.0	38.2

EXHIBIT 49

ADMINISTRATOR OPINIONS

ON PRINCIPAL INCENTIVE PLANS



As reflected in Exhibit 50, 26.6 percent said they would probably continue unless something better comes along, and approximately one-third were still undecided. Based on these findings, assessment of the level of satisfaction of DCPS administrators was of interest.

6.5 Administrator Satisfaction

Consistent with the findings of the teacher survey, administrators rated very highly their satisfaction with their relationships with teachers (95.1 percent); while relationships with parents were rated next highest at 94.4 percent (Exhibits 51 and 52). Generally, administrators' overall satisfaction levels were high, and they did not indicate the same level of dissatisfaction with either student attitudes and behavior or public attitudes toward schools and administrators as did teachers, although these areas were lowest on the satisfaction scale.

EXHIBIT 50

ADMINISTRATOR CAREER PLANS

HOW LONG PLAN TO REMAIN IN PRESENT POSITION	%
Until <u>required</u> to retire	6.5
Until <u>eligible</u> for retirement	28.8
Probably continue unless something better comes along	26.6
Definitely plan to leave as soon as I can	4.3
Undecided	33.8
TOTAL	100.0%

(n = 139)

EXHIBIT 51

ADMINISTRATOR SATISFACTION

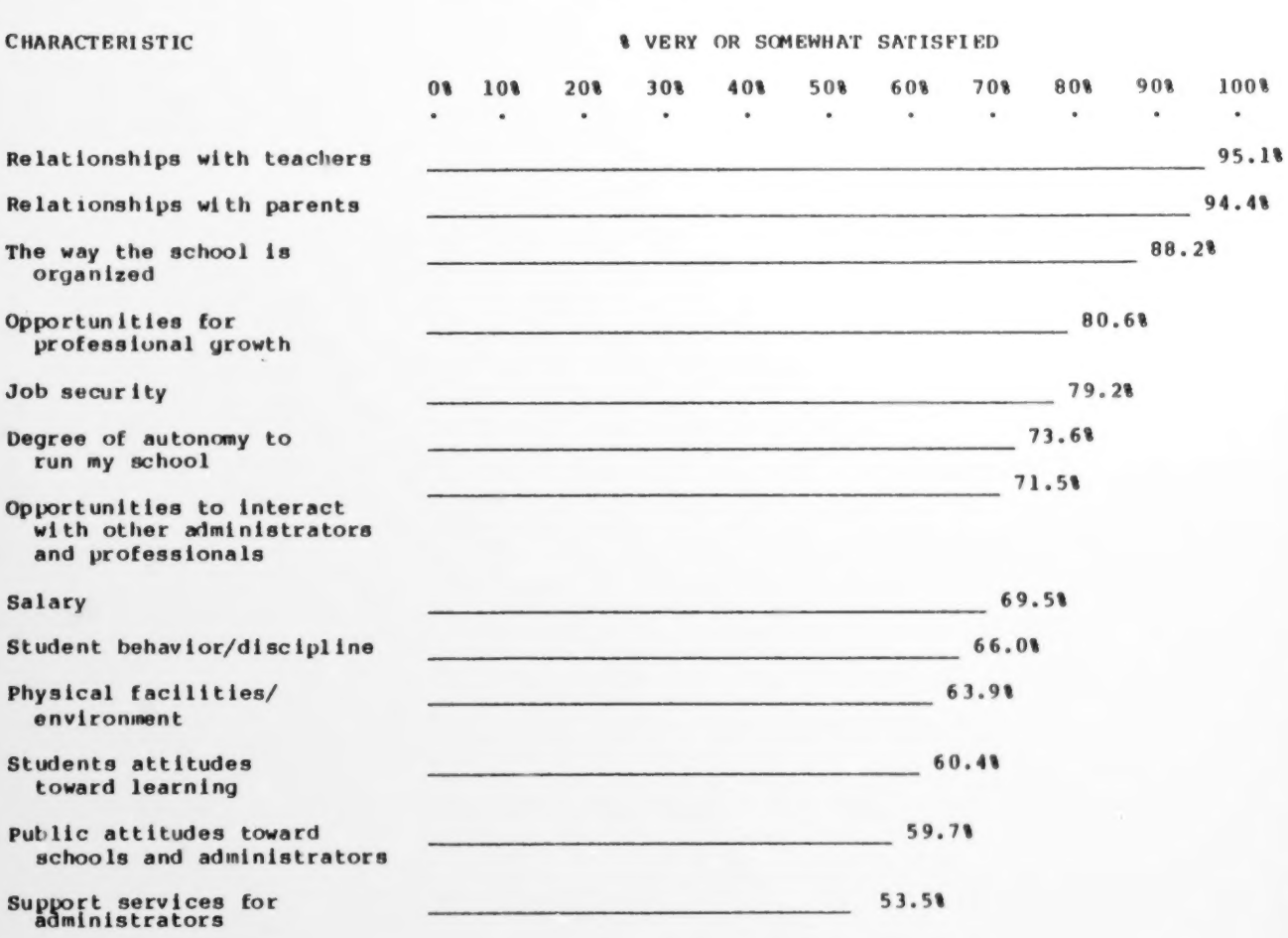


EXHIBIT 52

ADMINISTRATOR SATISFACTION

CHARACTERISTIC	OPINION				
	Very Satisfied (%)	Somewhat Satisfied (%)	No Opinion (%)	Somewhat Dissatisfied (%)	Very Dissatisfied (%)
Salary	13.9	55.6	3.5	20.1	6.9
Physical facilities/ enviroment	27.8	36.1	2.8	22.9	10.4
Job security	35.4	43.8	0.7	11.8	8.3
Public attitudes toward schools and administrators	10.4	49.3	0.7	27.8	11.8
Opportunities to interact with other administrators and professionals	24.3	47.2	2.8	17.4	8.3
Relationships with parents	45.8	48.6	2.1	2.8	0.7
Students attitudes toward learning	12.5	47.9	0.7	26.4	12.5
Student behavior/discipline	17.4	48.6	1.4	22.9	9.7
Relationships with teachers	46.5	48.6	0.7	3.5	0.7
Opportunities for professional growth	43.1	37.5	0.7	13.2	5.6
Degree of autonomy to run my school	25.7	47.9	3.5	16.7	6.3
Support services for administrators	18.8	34.7	2.1	33.3	11.1
The way the school is organized	37.5	50.7	1.4	6.9	3.5

CERTIFICATION PRACTICES IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

prepared by

Suzanne Benda

I. POLICIES AND PROCEDURES GOVERNING CERTIFICATION OF PROSPECTIVE EMPLOYEES

A. General Policy

The District of Columbia Comprehensive Merit Personnel Act (CMPA) provides for the creation of the Educational Service for all employees of the District of Columbia Board of Education (D.C. Law 2-139, Title VIII(A), Section 801). Prior to 1980, the District of Columbia Public Schools' (DCPS) certification practices were governed by D.C. Law Title 31. As of January 1980, the rules of the Board of Education govern certification policies and procedures, having the same effect as law. Chapter 3 of the Board Rules of the CMPA lists the rules and license requirements for certification and recertification.

The Superintendent of Schools establishes the eligibility requirements of appointment and promotion for all employees. The Superintendent is responsible for establishing a process which provides for the state certification of educational personnel who seek certification under licenses authorized by the Board of Education. Most teachers are ET employees (Former Teachers' Salary Act - classes 1-15) and must satisfy the requirements of the applicable license as approved by the Board of Education. Employees of the EG schedule (the category for the Former General Schedule) are certified according to the X-118 qualification standards of the Division of Human Resource Management and other applicable criteria established for the

individual position by the Director of Human Resource Management. A small number of teachers hold appointments in the EG category.

The Department of Certification and Accreditation was established in 1981 with responsibility to administer certification and recertification procedures for state certification. The Division of Human Resource Management retains the responsibility to certify any ET or EG employee applying for a specific position as advertised by that division. The same standards and requirements apply no matter the certifying agent.

No person is eligible to hold the position of administrator, supervisor, teacher or other public school position for which certificates are issued, unless the person has met the requirements appropriate for that position. Five year certificates are issued to administrators, supervisors, teachers or others who have successfully met the performance requirements to become permanent employees.

B. Categories of Certification

Certificates are issued in five categories:

1. Probationary Standard - A standard certificate is issued when the applicant submits evidence of having completed general and professional preparation as specified for the particular certificate license. A person employed with a Probationary Standard certificate is required to serve a two year probationary period during which time he must maintain a satisfactory rating. When permanent status is granted, the employee is issued a five year certificate.
2. Probational Provisional - The applicant who is employed with a provisional certificate serves for a period of two years,

during which time he must maintain a satisfactory rating as well as meet specific course requirements. The applicant must have no more than nine course credits to complete toward full certification to be hired as a provisional employee. At the end of the two year contract, if the person meets all requirements, he can become a permanent employee with standard certification for five years.

3. Temporary - Applicants who meet only minimum requirements are granted a temporary certificate. The temporary certificate is valid for one school year, but the person can be terminated at any time if a qualified person becomes available. Temporary appointments can be renewed each year. The temporary status does not always reflect a person's qualifications; it is an employment category. A permanent employee who is subject to reduction-in-force may be hired as a temporary teacher in a teaching area other than the one in which he was certified as permanent.
4. Temporary Emergency - A temporary emergency permit may be issued by the Department of Certification and Accreditation as a form of certification only at the request of the school officer when schools cannot secure a teacher who meets the requirements for the temporary certificate. The state board of education policy with respect to the granting of such temporary emergency permits is predicated upon the belief that holders of valid certificates and persons who can qualify for regular state certification warrant prime

consideration and should be given priority status. A temporary emergency permit is valid for a period of one school year.

5. Substitute - The Director of Human Resource Management is authorized to certify and employ substitute teachers for service and to pay such substitutes the rate of compensation fixed by the Board of Education. In order to serve as a substitute teacher, a person must hold a teaching certificate currently in force or a substitute permit issued by the Department of Certification and Accreditation. A substitute permit is valid for a period not to exceed the current school year.

C. Formulation of License Requirements

The Department of Certification and Accreditation is responsible for facilitating the process for the formulation of requirements for each license category and for reviewing these requirements every five years.

The Director of Certification and Accreditation identifies the person who will participate on the license review team and designates where possible the Supervising Director of an educational area to serve as the team chairperson. The Supervising Director selects the team members, who consist of: (1) teachers in the particular educational area who have consistently received outstanding ratings, (2) a person from a national organization in the educational area who represents the educational requirements recommended by that organization, and (3) a person in the particular educational area from a college or university representing the requirements for study recommended at the college level.

The team submits its recommended licenses to the Director of Certification and Accreditation who reviews them and forwards them to the Associate Superintendent for appropriate action. The Superintendent's executive council reviews the recommended licenses and submits them to the Board of Education for approval.

The requirements for each license category are reviewed every five years; if there is a major shift in a field, the Department of Certification and Accreditation would review the requirements before the end of the five year period and initiate the appropriate action to accommodate the new trend in the field.

D. Application Procedures

1. Employment - Applicants for positions in the Educational Service must file an employment application with the Division of Human Resource Management, and must submit such other supporting documents as may be required, including, but not limited to, records of prior experience, verification of professional or technical preparation, and official transcripts from issuing institutions.

2. Certification - Applicants for state certification must complete a certification application obtained from the Department of Certification and Accreditation. To receive a certificate the applicant must meet the specific license requirements, and must submit the following to the Department of Certification and Accreditation:

   a. official transcripts of all credits, signed and sealed by the registrar; and

b. in those cases where specified experience is a condition for certification, a notarized statement from the employer for whom the applicant has worked as to the length and quality of the experience as well as a character reference.

Upon receipt of the application, the Department of Certification and Accreditation reviews all credentials. If the applicant is found to meet all requirements, the Department sends a letter of eligibility to the applicant to that effect. If the applicant does not meet all requirements, the Department sends a letter advising the applicant of what must be done to meet these requirements.

E. Initial Certification Restrictions

All graduate and undergraduate credits and degrees accepted for certification must be earned from an accredited college or university approved by the appropriate regional or national accrediting agency (i.e., National Council for Accreditation of Teacher Education (NCATE) or National Association of State Directors of Teacher Education and Certification (NASDTEC)).

The general requirements for certification as a teacher are as follows:

1. a Bachelor's degree or a Master's degree from an accredited institution;
2. satisfactory completion of a series of courses required by the educational area license; and
3. observation and student teaching in the area to be taught, or a minimum of one year teaching experience in the area to be taught.

Additional requirements for standard certification differ according to the academic area. (An example of certification requirements for a permanent

license is shown in Appendix A. Requirements for probationary certification in the same field are shown in Appendix B.)

Evidence of experience and/or training may be accepted in lieu of a Bachelor's or Master's degree for the certification of educational personnel for vocational education programs.

Any certificate may be revoked by the Superintendent for the conviction of a felony and/or falsification of credentials, provided the holder shall have the opportunity for a full and fair hearing before the Superintendent.

F. Issuance of Five Year Professional Certificate

All permanent employees in grades ET 3-15 and EG 12-15 are issued a professional certificate at the time they attain permanent status. The professional certificate is valid for five years from the date of issuance, and must be renewed at the end of each five year period.

G. Salary Schedules As They Relate to Certification

If a teacher is certified as probationary standard or provisional, the maximum step in the salary schedule that he may receive is Step 10. If that teacher is not made permanent at the expiration of the two year contract, he is automatically terminated. There is a different salary schedule for a teacher with: a B.A., a B.A. plus 15 semester hours, a B.A. plus 30 semester hours or an M.A., an M.A. plus 30 hours, and an M.A. plus 60 hours or a Ph.D.

If a teacher is certified as temporary, he is limited in the salary schedule to Step 6. If a teacher is certified as probationary standard but his appointment is temporary, that is, if he is replacing another teacher on leave, he is limited in the salary schedule to Step 6.

A temporary position is a time-limited appointment which meets an administrative need, such as filling a temporary position, or filling a

continuing position for a temporary period of time, or providing for maintenance of essential services in situations where normal employment procedures are impracticable.

The Superintendent may authorize the Director of Human Resource Management to assign ET-15 employees on a temporary basis as required, whose appointments will not extend beyond June 30 of the school year in which the appointment was made. Temporary ET-15 employees who do not qualify for probationary status cannot be employed in a temporary status for more than five years. Temporary ET-15 employees with more than 10 full years of satisfactory service are not subject to this limitation.

A person who lacks the prerequisite qualifications for appointment to probationary status may be appointed to a permanent position with temporary status only when no person who is qualified for a probationary appointment has applied for the position.

Upon written recommendation of the Superintendent or appropriate Associate Superintendent, Assistant Superintendent or Division Head, the Director of Human Resource Management may terminate the appointment of any temporary employee at any time.

An employee who receives a temporary assignment to a position to perform the duties and responsibilities of a higher grade shall be compensated at that grade whenever possible. A temporary promotion will not exceed one year.

Upon termination of the temporary position and return to the previous position, the salary will be fixed in the previous grade, either: (1) at the step rate to which the employee would have progressed by means of a within-grade increase had the employee not been assigned to the higher grade level, or (2) in the event the employee received a Quality Step Increase in the

higher grade, at the step rate immediately above the rate determined in accordance with the in-grade increase.

II. POLICIES AND PROCEDURES GOVERNING CERTIFICATION OF CURRENT EMPLOYEES

A. General Policy

ET-15 employees are granted permanent certification only in the level or subject area specified in the license applicable at the time permanent status was conferred; subsequent movement to another license area or level requires that certification requirements of the new area or level be satisfied. The Division of Human Resource Management can issue certification to those persons applying and being accepted to specific positions advertised by that division.

It is the policy of the Board of Education to fill vacancies with the best qualified candidates available. When persons from outside DCPS are considered concurrently with other DCPS employees for vacancies, and where qualifications are essentially equal, preferential consideration will be given to employees of the Board of Education over outside applicants.

B. Salary Promotions

Employees in salary classes ET 3-15 shall be promoted to a higher educational group upon the completion of additional graduate credits beyond the Bachelor's degree in accordance with the established requirements. Such salary promotions will be made retroactive to the twelfth month prior to the date of approval by the Director of Human Resource Management, or the effective date of the degree or the date of completion of the additional credit hours, whichever is later.

Employees promoted in this way shall be placed in the same service step of the higher groups as that held in the group from which they are promoted.

C. Assignment of Employees Subject to Reductions-in-Force

An employee who loses his position due to a reduction-in-force is qualified for assignment to another position if he: (1) meets any special requirements for the position including any educational requirements, (2) is physically qualified for the duties of the position, (3) meets any special qualifying conditions determined by the Division of Human Resource Management, and (4) has the capacity, adaptability and any special skills needed to satisfactorily perform the duties and responsibilities of the position without undue interruption to the activity.

The Division of Human Resource Management may assign an employee without regard to qualifications, standards and requirements for the position if: (1) the minimum education requirements are met, and (2) it is determined that the employee has the capacity, adaptability and special skills needed to satisfactorily perform the duties and responsibilities of the position.

An employee has no right to assignment to a position with a grade higher than his own. An employee is entitled to only one offer of reassignment.

III. POLICIES AND PROCEDURES GOVERNING RECERTIFICATION OF CURRENT TEACHERS

A. Five Year Renewal

In 1975, Title 31 of the D.C. Code mandated that all ET-15 employees must be certified to teach in DCPS and must be recertified every five years.

The professional certificate must be renewed at the end of each five year period in accordance with the procedures established by the Board of Education and administered by the Department of Certification and Accreditation. This office, in cooperation with the Division of Staff Development, establishes the procedure for approval of educational courses necessary for the renewal of the professional certificate.

Persons issued a certificate from January 1 through June 30 shall have an expiration date of June 30 of the renewal year. Persons issued a certificate from July 1 through December 31 shall have an expiration date of August 30 of the renewal year.

An applicant who does not renew the professional certificate prior to the expiration date is ineligible to work in the field of the certificate, and shall be terminated.

B. Renewal Procedures

Renewal of a professional certificate shall be granted upon application and must include evidence of the satisfactory completion of a minimum of six semester hours of appropriate credit during the preceding five year period.

Since July, 1983, the Superintendent has mandated that three of the six semester hours must be in computer literacy, the remaining three in other approved education courses. The teacher must submit an application for recertification along with transcripts sent by the college or university. Coursework that has not been approved may be acceptable if the syllabus submitted by the teacher meets the standards set by the Department of Certification and Accreditation.

In DCPS, the number of teachers who are not recertified is minimal due in large part to the number of courses offered through DCPS staff development and to evening courses offered at area colleges and universities.

When license requirements change, all properly certified personnel who have been employed in DCPS in the same classification of position or assignment may continue in the position and assigment under their current certificates subject to the terms and conditions therein stated. However,

holders of certificates of less than permanent duration and permanent employees whose service may have lapsed for a period of five or more years shall be subject to meeting the certification standards currently in effect.

C. Appeal Process

An employee may appeal the denial of renewal of a teaching certificate in writing to the Director of Certification and Accreditation. The appeal must be filed not later than 30 days from the receipt of notice of denial of renewal, which notice shall be provided at least 10 days prior to the effective date of termination. The appeal process shall include an opportunity for the employee or the employee's representative to present arguments to the Director of Certification and Accreditation orally or in writing. The decision of the Director of Certification and Accreditation shall be made within 30 days of the filing of the request for appeal.

The appeal process shall not extend the date of expiration of the certificate of the employee filing for review; such appeal shall not delay termination of the employee. However, an employee who is found to have been wrongly denied renewal shall be retroactively restored to employment.

The final step in the appeal process shall be the opportunity to present arguments to the Superintendent of Schools orally or in writing. The decision of the Superintendent shall be made within 30 days of the filing of the request for appeal, and shall be the final administrative action on the matter.

IV. INTERSTATE RECIPROCITY AGREEMENTS

A. General Policy

The Superintendent, on behalf of the District of Columbia, is authorized to enter into an agreement with any state which provides for the acceptance of the qualifications of educational personnel, as set forth in Section 301,

Title 31 of the D.C. Code. The procedures for entering into and executing these interstate agreements shall be established by the Superintendent.

B. Current Reciprocity Agreements

Interstate reciprocity is monitored by the Department of Certification and Accreditation based upon pre-examination of the certification requirements in other states. Where the requirements are compatible, DCPS has signed an agreement with those states.

There are two types of employees who qualify for interstate certification: (1) graduates of colleges and universities whose programs have been approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC), and (2) teachers who have worked 27 months under current DCPS certification.

NASDTEC standards are used by many states in reviewing a college or university program. A list of accredited institutions according to NASDTEC/NCATE is submitted when the reciprocity agreement is signed. A teacher may seek certification through the reciprocity agreement entered into by DCPS.

Forty states have passed legislation which allows the state superintendents to enter into agreements with other states. DCPS has reciprocity agreements with 27 states: Alabama, California, Connecticut, Delaware, Florida, Hawaii, Idaho, Kentucky, Maine, Maryland, Massachusetts, Michigan, Nebrasks, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Virginia, Washington and West Virginia.

Each reciprocity agreement is a five year agreement. A review takes place at the end of the five years before renewal. Any state can withdraw from the agreement with a one year notice.

V. STATISTICAL DATA

A. Certified Personnel Recertified Yearly

According to the Department of Certification and Accreditation, 100 teachers were recertified June 30 and August 31 of 1982. Eighty-nine teachers were recertified June 30 and August 31 of 1983.

There are 171 teachers due for recertification on June 30 and August 31 of 1984; 1,089 teachers are due for recertification on June 30 and August 31 of 1985.

Some officer certificates are due for renewal in 1984 and 1985; most are due in 1986. Those due for renewal prior to 1986 are teachers who have been promoted, but whose expiration dates remain the same as their teaching certification dates.

There are no statistical data available on the discipline areas of the teachers who have been certified.

VI. CERTIFICATION POLICIES OF MARYLAND AND VIRGINIA

A. Maryland

The Maryland State Board of Education determines the state requirements for certification. Additional requirements may be made by the counties for local certification. For example, the State of Maryland requires that all teachers complete an Introduction to Special Education course; in addition, Montgomery County requires that all teachers certified in the county complete a Reading course.

A prospective teacher must pass a state exam in the area in which he wishes to be certified. Tests are administered at the elementary and secondary levels; a secondary teacher candidate is also required to pass a subject area test (e.g., English, math, foreign language).

Maryland has four categories of certification:

1. Provisional Degree - A provisional degree certificate is issued for one year only if there is no qualified teacher available for a particular position. It is issued to a candidate who has not completed all the requirements in a teaching area. The teacher must take at least six credits to retain his provisional certificate status and to qualify for the next provisional certificate.
2. Provisional Non-Degree - This certificate is issued to candidates in the first year of vocational teaching.
3. Standard Professional - This certificate is issued for five years to the fully qualified B.A. candidate. A teacher is allowed to renew a standard professional certificate once for a total of 10 years; at the end of the 10 years, he must qualify for an advanced professional certificate. If he does not meet the requirements for an advanced professional certificate, he is issued a provisional certificate for two years in order to meet those requirements.
4. Advanced Professional - This certificate is issued for 10 years to the fully qualified M.A. candidate with the equivalent of three years' experience. It is renewable every 10 years.

As in Virginia and the District of Columbia, if a teacher wishes to become certified in another teaching area, he must meet the requirements prescribed by the state in the area of teaching.

Maryland has reciprocity agreements with other states, including the District of Columbia. The requirements are set by the State Board of Education.

B. Virginia

The Virginia State Board of Education determines the requirements for certification. There is no local certification at the county level.

Virginia has four categories of certification:

1. One Year Provisional - All teachers must take and pass the National Teachers Exam to qualify for certification. Because the exam is administered only twice a year, a teacher who meets all other certification requirements may be issued a one year provisional certificate until such time as the exam is administered.
2. Two Year Provisional - If a teacher meets almost all state certification requirements but has some course credits to acquire, a two year provisional certificate may be issued. During the two year period, the teacher must fulfill the remaining requirements. When a teacher passes the National Teachers Exam, his provisional certificate can be extended for one year if he has additional requirements to fulfill, and the one year provisional certificate is applied to the two year certificate.
3. Five Year Collegiate Professional - This certificate is issued to a teacher who meets all the requirements with a Bachelor's degree.

4. Five Year Post Graduate Professional - If a teacher has a Master's degree and three years' experience, he is qualified to receive this five year certificate.

Virginia's certification categories are similar to the District's categories, except that Virginia does not issue emergency certificates.

Teachers teaching in kindergarten through eighth grade receive a General Certificate. Teachers in grades eight through twelve receive a Subject Area Certificate.

For recertification, teachers in Virginia, like teachers in the District of Columbia, must complete six semester course hours in their field of teaching; this must be done every five years for recertification. For certification in another area, a teacher must meet the requirements prescribed by the state in the area of teaching.

Virginia has reciprocity agreements with other states. The requirements are set by the State Board of Education.

APPENDIX A

LICENSE II - ELEMENTARY SCHOOL TEACHERS (GRADES 1-6) ET-15

Class 1 - Regular classroom teachers

(1) A Bachelor's degree from an accredited institution.

(2) Satisfactory completion of a sequence of courses in preparation for teaching on the elementary level which may be part of or in addition to the degree requirements.

The following academic semester credits are REQUIRED:

English (composition & literaure)	12
Geography	3
History	6
Mathematics	9
Science (biological & physical)	6
Music	2
Art	1
Health & Nutriion	3
Physical Education	3

The following education courses, or similar courses satisfactory to the Chief Examiner, are REQUIRED:

(a) Educational psychology
(b) Introduction to teaching elementary education in the urban setting
(c) Corrective and remedial techniques for teaching of reading
(d) Sociology of urban youth
(e) Mathematics for elementary teachers (content course)
(f) Speech and language development for teachers
(g) Development of oral communication skills in children
(h) Materials and methods of teaching the following on the elementary level:

Language Arts
Reading
Social Studies
Mathematics
Science
Related subjects (at least TWO of the following): art, music, physical education, health, or children's literature

(3) Observation and student teaching on the elementary level OR

A minimum of one (1) year satisfactory teaching experience on the elementary level.

LICENSE II (continued)

Class 2 - Teachers of art, music, physical education and foreign languages

(1) A Bachelor's degree from an accredited institution with not less than 30 semester credits in the subject area to be taught;

(2) Satisfactory completion of a sequence of courses in preparation for teaching the subject area on the elementary level, as part of or in addition to the degree requirements.

The following courses, or similar courses satisfactory to the Chief Examiner, are REQUIRED:

(a) Educational psychology
(b) Introduction to teaching in urban elementary education
(c) Materials and methods of teaching the subject area in elementary school
(d) Sociology of urban youth
(e) Teaching of reading

(3) Observation and student teaching on the elemtary level OR

A minimum of one (1) year of satisfactory experience in teaching the subject area on the elementary level.

Class 3 - Science resource teachers (K-6)

(1) A Bachelor's degree from an accredited institution with not less than 18 semester credits in science;

(2) A minimum of two (2) years of satisfactory teaching experience on the elementary school level.

(3) Satisfactory completion of a sequence of courses in preparation for teaching science on the elementary level, as part of or in addition to the degree requirements.

The following courses, or similar courses satisfactory to the Chief Examiner, are REQUIRED:

(a) Educational psychology
(b) Introduction to teaching in urban elementary education
(c) Materials and methods of teaching science in elementary school
(d) Sociology of urban youth
(e) Teaching of reading

Class 4 - Mathematics resource teachers

(1) A Bachelor's degree from an accredited institution with not less than 18 semester credits in mathematics as part of or in addition to the degree requirements;

LICENSE II - Class 4 (Continued)

(2) Satisfactory completion of six (6) semester credits, as part of or in addition to the required 18 semester credits in mathematics, for experience in one or more mathematics institutions or workshops for teachers of four (4) or more weeks in duration.

(3) A minimum of three (3) years of satisfactory teaching experience, at least two (2) of which are at the elementary level.

(4) Satisfactory completion of a sequence of courses in preparation for teaching on the elementary level which may be taken as a part of or in addition to the degree requirements.

APPENDIX B

CANDIDATE

Grade 1-6

_____Bachelor's Degree _____Accredited College

Probationary-Standard Requirements

_____Required Academic Background

_____English (Composition and Literature) - 12 semester credits

_____Geography - 3 semester credits

_____History - 6 semester credits

_____Mathematics - 9 semester credits

_____Science (Biological and Physical) - 6 semester credits

_____Music - 2 semester credits

_____Art - 2 semester credits

_____Health and Nutrition - 3 semester credits

_____Physical Education - 3 semester credits

_____Educational Psychology

_____Introduction to Teaching in Urban Elementary Education

_____Corrective or Remedial Techniques of Reading

_____Sociology of Urban Youth

_____Mathematics for Elementary Teachers (Content Course)

_____Speech and Language Development for Teachers

_____Development of Oral Communication Skills in Children

_____Materials and Methods of Teaching the following the Elementary School:

_____Language Arts _____Reading (Separate Course)

_____Social Studies

_____Science

_____Related Subjects
(at least two: Art, Music,
Physical Education, Health,
or Children's Literature) _____Mathematics (Separate Course)

_____Computer Literacy

_____Observation and Student Teaching in the Elementary School; OR

_____One (1) year of Successful Teaching Experience in the Elementary Schools

Probationary-Provisional Requirements

_____English (Composition and Literature) - 6 semester credits

_____History - 6 semester credits

_____Mathematics - 3 semester credits

_____Science (Biological and Physical) - 6 semester credits

_____Art - 2 semester credits

_____Physical Education - 3 semester credits

_____Educational Psychology

_____Mathematics for Elementary Teachers (Content Course)

_____Development of Oral Communication Skills in Children

_____Materials and Methods of Teaching the following in the Elementary School

_____Reading (Separate)_____, (Block)_____

_____Mathematics (Separate)_____, (Block)_____

_____Observation and Student Teaching in the Elementary School; OR

_____One (1) year of Successful Teaching Experience in the Elementary Schools